Technical Efficacy in Teaching and Learning of English as a Second/Shared Language for Indian Students

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Abstract: English as ENL (English as Native Language), ESL (English as Second Language) and EFL (English as Foreign Language) has three distinctive onuses across the globe. Language learning with ICT-Information and Communication Technology promotes learner-centric and choice-based mechanism in the form of ESP (English for Specific Purpose) as Indian students are learning English to yield the purpose of employment and employability in the public and private sectors. ESL and ESP are interlinked as it creates a challenging spot for the learners to cope the complexity of the language and learn it explicitly for different job profiles.

Keywords: Technical Efficacy, Indian Students, ENL, ESL, Language, employment.

Genesis from West Germanic Language, English has emerged as a link/shared language across the globe. As the most extensively spoken language, English is also considered as the language of high estimation. English as a language has given a formula of success which is directly proportionate to innovation, research and entrepreneurship. It is astounding that the majority of the people who speak English, approximately 20% do not speak it as their first language, making English a genuinely global language. English is often recognised as the International Common Tongue when two people from different nations need to communicate, making it a shared language. As an impact of British colonialism, English has spread around the world and is now extensively spoken in countries like the US, Canada, Australia, and New Zealand as well as many other smaller former colonies. It is also widely spoken in India and various regions of Africa. English is either regarded as the "official language" of 57 nations throughout the world (including Ghana, Uganda, India, the Philippines, South Africa, Vanuatu, Pakistan, Singapore, Fiji, etc.) or is the first language of the majority of the country's citizens, as they have fully embraced English.

As per The Science Citation Index, two-third of all scientific papers published are in English. Even if only 50% of scientific papers were produced by writers from English-speaking nations, up to 95% of their articles are written in English, claims that English is the most widely used language in international research at indigenous institutes and many of the world's top universities. Mainly, scientific research studies are written in English and many colleges/universities throughout the world teach in English to make the curriculum more accessible to overseas students. In Indian context, EMI (English as a medium of instruction) is becoming an increasingly popular model in educational institutions for regionality, educational promotional, exchange and uniformity of resources and instructors. *Kendriya Vidayala,*

Navodaya Vidyalaya Samiti, Army Colleges, Sports College and other such educational bodies promote exchange, transfer and uniformity across the nation which is facilitated by English as the medium of instruction, irrespective of 22 scheduled languages in India. Sometimes this is because English is widely spoken in that area, and other times it is done to draw a large number of students who feel that studying in English would make them more marketable and prepared for the job market. It is recommended that the well-known teaching methods and arrangement are Self-Directed Learning (SDL), Discovery Learning (DL), Practical Learning (PL), and Cooperative Learning (CL) in groups. (Terhart 42)

The implicit use of ICT is to reach, adapt, and innovate highlighting the course of language learning as a journey from direct method to collaborative learning. Moreover, ICT provides various resources such as physical, digital, human and social, which is linked with theories of language learning in language teaching practices:

1. 'Behaviourist View' of learning that views learning, both verbal and non-verbal, as habit formation. Language is learnt through imitation and repetition. Such a theory is commonly referred to as 'Stimulus-Response Theory' or 'S-R Theory'.

2. 'Cognitive View' of learning which holds that language learning does not take place solely through imitation and repetition. Humans have an internal, inborn faculty that helps them discover the underlying pattern of the language they hear, form their own hypotheses and construct sentences which are new and novel at times (Aslam 35).

Technological assistance in learning and teaching of English started with CALL-Computer-Assisted Language Learning. Mobile Assisted Language Learning (MALL), a subset of CALL, gives students the chance to connect to language learning resources anywhere by using programmes on portable mobile devices. Another aspect of CALL is virtual reality, where students may use various avatars to explore, create, and communicate with one another via chat and increasingly voice. Residents in the second/virtual life are the language users in metaverse who communicate with one another via avatars which acts as a learning crescendo for Indian students. The majority of CALL software products utilised in the language lab are basic drill activities. A range of activities are conducted with the

students. Grammar explanations or principles are offered after each error has been examined and students receive step-by-step instructions.

Smith and Baber's *Teaching English with Information Technology* has arguments pertaining to IT/ICT in English teaching:

It re-awakes interest in teaching, it makes teachers more employable by improving their range of skills, it can empower a teacher and a learner, it provides access to up-to-date materials and straight-forward information, it can be cheaper than face-to-face teaching, it can help students study at their own pace, and it can be intrinsically fun and motivating (9).

Yet another method to incorporate technological tool in teaching and learning of English is blended learning, which is a combination of the face-to-face model and the online learning model. This tends to be the stimulating factor of introducing technical efficacy in Indian context due to some inevitable impeding reasons like energy crisis, lack of infrastructure facilities and rural setups. Well in blended learning, the teacher faces the students and the students face the teacher and the teacher delivers content and leads the instruction. Scientific classification of blended learning includes web-enhanced subjects that utilise least online materials, such as posting a syllabus and course announcements. Blended subjects that utilize some significant online activities in otherwise, face-to-face learning, but less than 45%. In hybrid subjects, online activities replace 45-80% of face-to-face class meetings, whereas fully online subjects have 80% or more of learning materials which are conducted online.

Several aspects of teaching and learning have been altered as a result of the internet. Since students may now access material online, they may not to attend class in order to obtain instruction or collaborate with the teacher. They can decide to learn or teach from any location. They may access the e-contents as per their convenient time and bandwidth. Some popular tools for blended learning are- Weebly, Google Sites, Wiki Spaces (Blogs/Wikis); Edmodo, Schoology, Moodle, Blend Space (Online Classrooms); SurveyMonkey, So Go Survey, Google Forms (Polls & Surveys); Facebook, Twitter, Google+, (Social Collaboration); Storify, Pinterest, Learnist (Curated Slides, Prezi, Storyboard That (Presentation); Kaizena, Google Docs (Feedback); Evernote, Google Keep, Padlet (Digital Note- taking).

In *'Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms'* (Richardson, 2006) new technologies have been listed for teaching and learning processes:

They are: 1. **Weblogs**: Blogs, as they are popularly known, are easily created, easily updateable Websites that allow an author (or authors) to publish instantly in the Internet from any Internet connection. They can also be interactive, allowing teachers and learners to add information, provide feedback or comment on the information provided there. 2. **Wikis**: A Wiki is a collaborative Webspace where anyone can add content and anyone can edit content that has already been published. In the western countries, educational institutions have started creating their own password-protected Wikis to create their own text books and resource sites. 3. **Rich Site Summary (RSS)**:

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RSS is a technology that allows users to subscribe to 'feeds' of the content available on the Internet. In other words, the reader does not go in search of content but it comes to the reader. This is considered as the most useful application for research and information. 4. **Aggregators:** An aggregator collects and organizes the content generated via the RSS feed. 5. **Social Bookmarking:** Bookmarking sites allow users to save the web addresses of interesting content. It also allows readers to save and archive entire pages, thereby forming a searchable 'personal Internet'. 6. **Social or Community Networks**: These social networks are very popular and can also be easily misused. But used judiciously these networks help in creating community websites and help in sharing information among like-minded individuals. It is very useful for teachers and learners to collaborate with each other from different parts of the world. 7. **Online Photo galleries**: Publishing digital photos to the Web does not mean sharing pictures with family and friends. It means becoming a part of a community of photographers sharing ideas and experiences. 8. **Audio-video-casting**: new technologies make it easy to publish and distribute digital voiced video files to wide Internet audiences. There are many teachers and learners who podcast or video-cast on their own and share their ideas and views. All these new technologies contribute to the teaching learning process. For the experimental module, blogs were selected as it was very easy to use. In the twenty first century blogs have their strong impact all spheres of society.

Language laboratories are also employed for general language skills rather than media-specific language abilities, in addition to the aforementioned technical efficacies in language acquisition. Language labs are used by teachers to help students with their language skills (LSRW). A few language software programmes that are sold on the market have been installed, like Hi-class software, Globarena, Super write for writing, sky pronunciation software, Inspector Norse - a language-based activity (Clarity), English Mastery, Pronunciation in US, Speak fluent and Cambridge University Press's CDs & cassettes. Classes were split into two batches of 30 each and they had adequate laboratory timings every week. In these labs, groups of students practise the given sessions, with least intervention of teachers/language instructor because of technical support.

Vocabulary building by virtual games, simulations, internet chatting and quizzes on software helps to facilitate web-supported and self-paced learning by viewing downloaded information from internet for sharing. The speaking skills could be taught with self-introduction, 'just a minute' (JAM) sessions, descriptions, stress and intonation, situational dialogues, oral presentations, debates, giving directions, role play and telephoning conversations. In the communication skills session, the impetus is on grooming and behavioural skills which contributes to career skills, exercises like group discussion, functional English, vocabulary, interview skills, resume writing, reading comprehension and report writing are included.

Laboratory sessions are both self-accessible and interactive to promote soft skills in Indian students aspiring to join corporate sector, targeted to certain requirements. Any ESP

course's goal is to equip students with the skills necessary to effectively communicate in a certain target environment. In such a case, it became essential that any course design process must start with an evaluation of the language requirements of the intended context, known as Needs Analysis. Language laboratory offer an interface of cognitive, social, emotional and physical abilities and with teachers' experiences, resources and environments it becomes more supportive. In contemporary times, language laboratory is viewed a part of TELLC (Technology-Enhanced Language Learning Centre), as a place where language learning environment is created by its various elements- texting, online panel discussion, electronic dictionary and others. It is a learners' congregation where students are urged to practise their language abilities in real-world settings.

Indian initiative regarding technical education to promote language learning includes both digitalisation and computer-based training. Programs like EDUSAT (Satellite launched for educational purpose) Programme, E-governance, Akshaya Project, English Helper (EH), an EdTech company launched the Right To Read programme, using an AI platform. Beside these, Bhasasangam- A smartphone application created by the Ministry of Education and MyGov India. The app was created by a start-up called Multibhashi Solutions Pvt. Ltd. that won MyGov's Language Learning Innovation Challenge and was chosen to help Indians get more familiar with the multitude of Indian languages. By making it possible for individuals all throughout India to learn many languages spoken in various Indian states and get a better understanding of their cultures, it seeks to promote the ethos of Ek Bharat Shreshtha Bharat. To convert English-language online courses into 11 Indian languages, AICTE has created a tool called the AICTE Automation Artificial Intelligence technology. On the SWAYAM MOOCS site, translations of reference materials for engineering courses are made accessible in regional languages. The government's DIKSHA portal offers educational materials, such as textbooks and teaching aids, for Grades 1 through 12, in 33 Indian languages including Indian Sign Language.

English language in a nation with diverse culture and ethnicity surely affirms its status of a shared language, as a link to learn, teach and innovate. Despite many regional and sub-regional languages, English as a second language ensures uniform educational system via the central boards using English as the medium of Instruction on Intra-country levels. Whereas, English also performs as a second language on Inter-country levels proliferates opportunities in the field of diasporic studies, culture studies and exchange, international relations and global affairs. Technical intervention in teaching and learning of English Language through modern tools like Artificial Intelligence and IoT (Internet of Things) shall soon take a leap in near future.

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